

Writers Workshop Unit of Study
10th Grade - Informational Essay



Shared Research and Technology-based Publication

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Preface

The following unit supports and aligns to the Common Core State Standards. This research-based work is the outcome of a collective effort made by numerous secondary teachers from around the state of Michigan. Michigan Association of Intermediate School Administrators (MAISA) initiated a statewide collaborative project, bringing together educators from around the state to create and refine a K-12 English Language Arts model curriculum. This one unit is situated within a yearlong sequence of units. Depending upon the unit's placement in the yearlong Scope and Sequence, it will be important to recognize prior skills and content this unit expects learners to have. This unit also has a companion reading unit where readers closely study informational texts through a critical literacy lens. Each unit presents a string of teaching points that scaffold and spiral the content and skills. The unit is structured to be student-centered rather than teacher-driven. Sessions emphasize student engagement and strive to increase critical thinking and writing skills simultaneously. Writing and thinking processes are stressed and are equally important to the end writing product. Sessions are designed as a series of mini-lessons that allow time to write, practice, and conference. Through summative and formative assessments specific to each unit, students progress toward becoming independent thinkers and writers.

Significant input and feedback was gathered both in the initial conceptualizing of the unit and later revisions. Teachers from around the state piloted and/or reviewed the unit and their feedback and student artifacts helped in the revision process. Special thanks goes to lead unit writers Linda Denstaedt, Laura Mahler, and Leah Barnett, who closely studied the CCSS and translated the standards into curriculum and practice. Throughout the yearlong collaborative project, teachers reviewing units are finding how students' habits of mind have shifted from task-oriented to big-picture thinking, utilizing a critical literacy lens. The following unit contends that significant reading from multiple resources is needed prior to a writer's developing a claim of scope and depth.

Informational Writing Unit Learning Progressions

	6	7	8
TEXT	Informational Essay: Cause and Effect Mentor Texts: Texts used in prior nonfiction unit; texts with headings and visuals; texts that address cause-and-event-processes	Informational Essay: Historical Event Mentor Texts: Texts used in prior nonfiction unit; texts that address a significant historical event	Informational Essay: Compare/Contrast Mentor Texts: Texts used in prior non-fiction unit; texts that address a critical social issue
FOCUS	Explaining a Cause-and-Effect Phenomenon	Exploring an Historical Event	Explaining the Two Sides of a Critical Social Issue
Identify and Research a Topic	<ul style="list-style-type: none"> Define and explore cause and effect Analyze examples of nonfiction about cause and effect in the real world Identify and select a cause-and-effect topic Conduct online research 	<ul style="list-style-type: none"> Define and explore historical events Analyze nonfiction about historical events and the information provided Select an historical event to write about Conduct online research 	<ul style="list-style-type: none"> Define and explore comparison/contrast and critical issues Analyze examples of comparison/contrast on a critical issue Select a critical issue and identify its two sides Conduct online research
Synthesize Information and Determine an Organizational Pattern	<ul style="list-style-type: none"> Select, organize, and structure information logically Determine a central idea Analyze key facts, details, quotations, and examples Draw conclusions to illustrate the importance of the topic 	<ul style="list-style-type: none"> Select, organize, and structure information logically Determine a central idea Analyze key facts, details, quotations, and examples Use visuals to support facts, details, and analysis Create transitions between paragraphs to improve organization and flow Craft introductory and concluding paragraphs to provide the reader with context and importance 	<ul style="list-style-type: none"> Select, organize, and structure information logically Determine a central idea Analyze key facts, details, quotations, and examples Use visuals to support facts, details and analysis Create transitions between paragraphs to improve organization and flow Craft introductory and concluding paragraphs to provide the reader with context and importance
Create a Product to Inform an Audience	<ul style="list-style-type: none"> Revise to reconsider the central idea improve structure and organization, and expand or cut content Publish the product and reflect on the process 	<ul style="list-style-type: none"> Revise to reconsider the central idea improve structure and organization, and expand or cut content Publish the product and reflect on the process 	<ul style="list-style-type: none"> Revise to reconsider the central idea, improve structure and organization, and expand or cut content Publish the product and reflect on the process

	9	10	11	12
Text	Multiple Genres: Digital, Oral, and Print	Multiple Genres: Digital and Print	Articles: Digital and Print	Multiple Genres: Digital and Print
Focus of Research	Social Trends	Core Democratic Values	The Bill of Rights	Social Issues
Identify and Research a Topic	<ul style="list-style-type: none"> Identify requirements of a research task and final product Examine essential questions to focus topic of research Review research to narrow the focus of further investigation Develop questions to gather relevant information Use different types of questions to find quality and relevant information Develop a system for primary research using quality research questions Develop a system for secondary research tracking sources and analyze information gathered 	<ul style="list-style-type: none"> Draw on prior knowledge of core democratic values to develop an inquiry Develop collaborative research skills to explore a subject in both breadth and depth Use a guided inquiry to cite explicit and inferred evidence on character traits, laws, and values Survey a series of sources (video and print) to identify key information to narrow a search for a potential topic Synthesize and categorize the results of sources to identify potential claims Identify elements (graphics, image, sound, words) of texts that represent or define the author's purpose 	<ul style="list-style-type: none"> Draw on prior knowledge about the Bill of Rights to develop an inquiry Independently manage a guided inquiry to cite explicit and inferred evidence on sub-topics related to the rights Independently survey a series of articles and websites to identify a research topic Read texts to identify stance and position 	<ul style="list-style-type: none"> Draw on prior knowledge about social issues to make decisions about social issues of interest to study Independently conduct preliminary research to focus a topic of interest Independently read texts to identify stance and position
Develop an Informed View	<ul style="list-style-type: none"> Examine initial findings to determine what is interesting, relevant, and important Summarize and categorize existing research Develop a theory about a perspective on the topic Synthesize findings from primary 	<ul style="list-style-type: none"> Conduct primary research, recognizing stances taken in texts or interviews Create visual texts to develop access to shared research data Identify diverse perspectives and evidence to support each perspective from primary 	<ul style="list-style-type: none"> Choose and craft a type of primary research that best suits the research topic Conduct primary research to gain insight into other people's experiences with the topic Conduct relevant secondary research to gain insight about 	<ul style="list-style-type: none"> Independently conduct primary research to gain insight into other people's experiences with the chosen social issue Focus, organize, and extend research work using a thinking routine while conducting secondary research to gain

	research with information gathered in secondary research	research <ul style="list-style-type: none"> • Generate visual texts that represent knowledge gained through primary research • Compare, connect, categorize, evaluate, and elaborate upon data 	the topic and related sub-topics <ul style="list-style-type: none"> • Use a multi-draft reading process to go deeper into texts and evaluate texts and authors for validity • Synthesize information to create an informed view or stance on a topic 	insight from published researchers <ul style="list-style-type: none"> • Evaluate web-based resources for validity • Determine cause/effect of chosen social issue • Reflect on how one engages with ideas through interaction with texts and people to participate responsibly as a global citizen, and also how one can inform oneself about issues that impact daily lives
Reconcile Current Thinking with New Reading	<ul style="list-style-type: none"> • Reread to confirm or disconfirm a theory • Create a claim and identify evidence (facts, reasons, and/or examples) that supports the claim • Explain how the evidence or data supports the claim 	<ul style="list-style-type: none"> • Consider an audience • Engage in additional research • Revise claim to incorporate new information • Use the revised claim to organize supporting evidence 	<ul style="list-style-type: none"> • Assess supporting evidence and identify reasons for additional research • Engage in further research to confirm or disconfirm the claim • Revise claims to incorporate new information 	<ul style="list-style-type: none"> • Construct an informed view on the causes and effects of a social problem and then find evidence that challenges or confirms that claim • Conduct further research to determine whether to/how to revise the informed claim • Identify implications of the social problem and possible solutions
Create a Product to Inform an Audience	<ul style="list-style-type: none"> • Organize information logically for the product that will be created • Use proper documentation to avoid plagiarism • Prepare to present findings by making sure that the research question was answered, the task's requirements were fulfilled, and by rehearsing • Present findings • Self-evaluate the research product in order to become better researchers 	<ul style="list-style-type: none"> • Select a product (collaborative or individual) appropriate for the research • Cite and format documentation and bibliography 	<ul style="list-style-type: none"> • Study informational essays to identify key decisions writers make • Draft an essay in order to inform an audience and to propose (a) solution(s) • Cite and format documentation and bibliography 	<ul style="list-style-type: none"> • Create an effective multi-media product to publish findings and propose solutions for the social issue • Cite and format documentation and bibliography

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Abstract

WHAT IS AN INFORMATIONAL ESSAY UNIT?

In an informational essay unit, students engage in a personal inquiry, building research and essay writing skills and strategies. Their research develops an informed view, which enables students to create a product to inform an audience.

ASSESSMENT

Working in a collaborative environment, students become a group of writers who support each other, share their research, discuss their passions, actively make decisions and revisions to their work, write with an authentic audience in mind, and learn from established writers in order to add to their own repertoire of writing decisions. The unit rubric delineates the qualities of effective informational essays. Students will also self-assess and prepare written reflections. This combination serves as evidence of a students' achievement and the development of metacognitive skill.

STUDENT OUTCOMES

The informational essay unit is designed to provide students with the vital opportunity of seeing themselves as capable thinkers and decision-makers in the following ways:

- Students become more flexible in their writing and thinking as they have time to explore ideas and topics of interest.
- Students develop a repertoire of strategies for researching ideas and topics of interest, including both primary and secondary research.
- Students practice a variety of ways to generate ideas and revise writing, including inserting, cutting, or reducing words.
- Students investigate the ways other writers write about complex ideas, and craft an essay using a range of research options: print, digital, image, or speech.

This unit continues the use of a workshop approach, which develops reading, writing, and thinking skills that will be relevant throughout the school year.

TEACHER DECISIONS FOR UNIT IMPLEMENTATION

This unit serves as a single model of an informational essay unit. It provides strategies for selecting topics, researching, organizing, and writing an informational essay. The unit is designed to follow the Informational Reading Unit and build from the skills and concepts presented in that unit. Knowing this, teachers should anticipate adjusting and adapting the lessons to meet the needs of their students while staying true to the intent of the unit. We recommend that teachers study and understand the intent of the lesson series. The lessons have a purposeful sequence, but may require teachers' make adjustments in pacing or decisions about extension activities. Teachers are encouraged to gather their own sources (mentor texts, etc.) that reflect district curriculum and/or student interests. Please see the resources section for other sources to deepen your understanding of informational essay instruction.

UNIT ORGANIZATION

The unit is divided into four parts:

- **Identify and Research a Topic:** These sessions ask students to find a topic that is personally meaningful and to conduct preliminary reading in order to focus the topic interest.

- **Develop an Informed View:** The sessions in this part of the unit are focused on two methods of research: primary and secondary research. Students develop skill with print and digital resources as well as interviewing and surveying. Collaborative research and sharing resources is one aspect of this essay unit to encourage students to delve deeper into topics of common interest.
- **Reconcile Current Thinking with New Readings and Ideas:** The sessions in this part of the unit encourage students to assess their evidence in preparation for further research. Returning to research after students have synthesized and organized their information creates a habit of confirming and disconfirming the effectiveness of the evidence gathered and also encourages research that deepens, clarifies, and strengthens the evidence used to inform the reader.
- **Create a Product to Inform an Audience:** The sessions in this part of the unit ask students to examine mentor texts to identify the structural and craft elements of a specific genre in order to communicate information to an authentic audience. The models enable teachers to create a menu of decisions any writer will use to create the essay.
- **Plan to Take Action (Optional):** This optional session asks students to extend their thinking by engaging in individual projects that allow them to apply their learning to a real-life situation.

The work in this unit is vertically aligned and extends prior learning with the expectation that students understand the repertoire of decisions taught in previous grades.

Instructional Sequencing, Scaffolding, and Pacing:

Daily pacing of the unit's sessions is based on a 50-minute class period. Individual teacher pacing will change based on duration of the class period, student population, familiarity with content, process, and/or instructional practices.

Instruction scaffolds students through a four-tiered process.

1. **Teaching Point:** Teacher models the strategy, process, skill, or habit of mind using a mentor text written by the teacher, students, and/or published writers or other materials.
2. **Active Engagement:** Students rehearse the writing, thinking and/or critical reading or viewing just modeled by the teacher.
3. **Independent Practice:** Students complete a mini-task independently or in small collaborative groups. During independent practice, the teacher confers with individuals or small groups to assess student performance to differentiate the lesson and task. Teacher may stop the independent practice to adjust the mini-task and/or session teaching point or for planned teaching points that extend or deepen student performance.
4. **Share:** Students share to read, examine, analyze and/or reflect on the range of responses created by other students. Sharing also enables students to self-monitor effective strategy use. The teacher may also share an exemplar to reinforce or enhance the session's teaching point(s) and student enactment.

Standards

Common Core Standards: Argumentation The following College and Career Readiness (CCR) anchor standards apply to reading and writing in informational or explanatory template tasks. Refer to the 6-12 standards for grade-appropriate specifics that fit each task and module being developed. The standards numbers and general content remain the same across all grades, but details vary.

Number	CCR Anchor Standards for Reading
1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
10	Read and comprehend complex literary and informational texts independently and proficiently.
Number	CCR Anchor Standards for Writing
2	Write informative/ explanatory texts to examine and convey complex idea and information clearly and accurately through the effective selection, organization, and analysis of content.
4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9	Draw evidence from literary or information texts to support analysis, reflection, and research.
10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience.

Overview of Sessions

Pre-Unit Assessment Task

Define the American character using a six-slide PowerPoint presentation that uses graphics, images, sounds, and words to illustrate the definition.

TEACHING POINTS

Identify and Research a Topic

1. Researchers draw upon prior knowledge to make decisions about topics of interest to study.
2. Researchers conduct primary research to gain insight into other people's experiences with the topic.
 - a. They survey sub-topics, and read quickly to abandon irrelevant sub-topics.
 - b. They recognize the stances and positions taken in readings and research.

Develop an Informed View

3. Researchers conduct primary research to gain insight into other people's experiences with the topic. Researchers use graphics to represent data in a visual format.
4. Researchers conduct secondary research to gain insight from published experts in the field.
 - a. They use a multiple-return research process to go deeper into the topic and texts.
 - b. They evaluate texts and authors for validity.
5. Researchers synthesize information to create an informed view on their topic of interest.

Mid-Unit Formative Assessment Task

What is the power of an individual? After collaboratively researching a topic of personal interest that portrays the power of an individual in a democratic society, state an informed view of your topic. Write a definition paragraph(s) that explains the view and sets it in a current historical context. List a bibliography of readings that reflect the range of digital and print texts used to develop the view.

Reconcile Current Thinking with New Readings and Ideas

6. Researchers assess their supporting evidence and identify reasons for additional research. They engage in additional research to go deeper into the topic and confirm or disconfirm their informed view.
7. Researchers revise their informed view to incorporate new information. They use this revised view to organize their evidence.

Create a Product to Inform an Audience

8. Research writers study multi-media genres to identify a multi-media product appropriate for their research findings and audience.
9. Researchers write to inform an audience and to propose (a) solution(s). In addition, researchers cite and format resources and a bibliography.

Post-Unit Summative Assessment Task

CREATE A PROJECT TO INFORM AN AUDIENCE:

What is the power of an individual in a democratic society? What is at stake if Americans forget our American ideals and our American character? After reading seminal U.S. documents and related readings, do shared research to examine one aspect of these complex questions. Design, plan, write, and develop a digital product that identifies the impact and power of an individual in a democratic society. What conclusions can you draw? Support your discussion with evidence from secondary, primary research, and/or personal experience.

(Optional) Plan to Take Action

10. Researchers act on their beliefs. They create a plan to support their beliefs with action.

Informational Product Rubric			
	Highly Proficient	Meets Expectations	Attempting to Meet Expectations
Focus	Addresses all aspects of prompt with a highly focused and detailed response.	Addresses prompt with a focused response.	Attempts to address prompt but lacks focus or is off-task.
Reading/ Research	Accurately presents and applies information relevant to the prompt with specific examples/events.	Presents and applies information relevant to prompt with general accuracy and sufficient detail.	Attempts to present information relevant to task but may lack sufficient or relevant details.
Development	Presents detailed information in order to answer questions and solve problems. Concisely explains key information with details. Identifies evidence from sources to clarify development and assesses any conclusions, implications, and consequences.	Presents information in order to answer questions and solve problems. Explains key information with some details. Identifies evidence from sources, but does not fully consider the conclusions, implications, or consequences.	Presents limited information. Ideas do not include details or examples.
Organization	Applies appropriate structure(s) to explain, examine, convey, define, analyze, synthesize, compare, or explain cause/effect, problem/solution.	Applies a generally effective structure to explain, examine, convey, define, analyze, synthesize, compare, or explain cause/effect, problem/solution.	Applies an ineffective structure; text rambles or line of thought is disconnected.
Conventions	Demonstrates a well-developed command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.	Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.	Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are inappropriate to audience and purpose.

***Teachers may want to add sections to the rubric for collaboration and use of a digital platform to create the product.**

	Session 1
Concept	Identify and Research A Topic
Teaching Point	<p>Researchers draw upon prior knowledge to make decisions about topics of interest to study. They develop a daily reading or viewing habit when exploring the world in search of examples that provide a definition for their ideas about the research inquiry. Inquiry Question: What character traits define Americans?</p> <ul style="list-style-type: none"> • What are the character traits of Americans who created social changes to ensure a democratic society for all? • What are the character traits evident in local heroes and social activists in the daily news?
Preparation	<p>Make copies of</p> <ul style="list-style-type: none"> • Core democratic values of American Constitutional Democracy handout, included after this session • Informational Essay Reading Log handout, included after this session • Character Traits Summary handout, included after this session • Researching the American character handout, included after this session <p>Review digital resources that define the individual's impact on social change.</p> <ul style="list-style-type: none"> • Walden University: Academic survey results to define social change and the role of the individual in social change. www.prnewswire.com/news-releases/the-new-i-in-team-survey-finds-future-of-social-change-lives-in-the-power-of-the-individual-130139083.html • Types of individuals who created social change: civil rights activists, technology pioneers, peace activists, environmental activists, educational reformers, women's rights activists, etc. • A range of articles or digital resources from the news on individuals or groups who are acting in the interests of a democratic society • Create a "Wall of Courage" for students to post articles and photographs of individuals who made or are making changes. 1.) CURRENT EVENTS: famous and ordinary people working for change; 2.) HISTORICAL EVENTS: individuals whom history remembers for their actions; 3.) HOT ISSUES in the NEWS or URLs for individuals who create change like Occupy Wall Street.
Suggested Materials	<p><i>The lists provided are a MENU of possible texts. You can select any article or topic that fits your district's curriculum or your students' interests.</i></p> <p>Teaching Point Texts: Select an historical event in which the actions of individuals create social change. Below are two options: each event is connected to the civil rights movement, including a website, a DVD, and readings/texts. Select a series of texts that fits within your district curriculum plan.</p> <ul style="list-style-type: none"> • Freedom Riders <ul style="list-style-type: none"> ○ www.pbs.org/wgbh/americanexperience/freedomriders/ ○ Freedom Riders: 1961 and the Struggle for Racial Justice by Raymond Arsenault ○ American Experience: Freedom Riders (DVD by PBS) • Greensboro Four <ul style="list-style-type: none"> ○ www.pbs.org/independentlens/februaryone/ ○ www.ncmuseumofhistory.org/collateral/articles/Greensboro.Four.pdf ○ February One: The Story of the Greensboro Four (DVD) <p>Active Engagement Texts: Included is a document from MDE stating the core democratic values. Listed below is an article and a website with human character traits.</p> <ul style="list-style-type: none"> • The Character Harmonica: "VIA character strengths play like the notes of the harmonica" by Neal H. Mayerson, Ph.D in Quite a Character. Psychology Today October 28, 2010. <ul style="list-style-type: none"> ○ www.psychologytoday.com/blog/quite-character/201010/the-character-harmonica ○ www.viacharacter.org/www/en-us/viainstitute/classification.aspx • Models of articles you might search for <ul style="list-style-type: none"> ○ "After Michigan tornado, victims gather to console, clean up," By Megha Satyanarayana, DETROIT FREE PRESS ○ www.usatoday.com/weather/storms/tornadoes/story/2012-03-18/michigan-tornado/53621286/1 ○ "As gasoline prices rise, so does push for bicycle trails," by Larry Copeland, USA TODAY

	<ul style="list-style-type: none">○ www.usatoday.com/news/nation/story/2012-03-18/bicycle-trails-cyclists-transportation-bill/53620840/1 <p>Independent Practice Texts: Create a resource table at the back of the room. Collect the following news media:</p> <ol style="list-style-type: none">1. Hometown weekly newspaper, free newsletters, or print media found in lobbies of restaurants, book stores, drugstores, etc.2. Add a new daily newspaper [Free Press, Oakland Press, etc.]– bring 3-5 copies of several larger newspapers3. Add a new daily national newspaper [New York Times, Wall Street Journal, USA Today, etc.]4. A range of weekly news magazines.5. A chart of URL’s for online reading of news and current events.6. Reserve a computer lab, computer-lab carts, or other technology that will enable access to Internet texts as well as print texts.		
Essential Question	How can I inform myself about issues that impact the daily lives of Americans?		
Pre-Unit Assessment Task	<p>Teacher models and thinks aloud: Introduce the Pre-Unit Assessment Task as a collective inquiry to define characteristics of being American. This pre-assessment will establish the habit of sharing research information and the standard for research.</p> <table><tr><th>Pre-Unit Assessment Task</th></tr><tr><td>Define the American character using a six-slide PowerPoint presentation that uses graphics, images, sounds, and words to illustrate the definition.</td></tr></table>	Pre-Unit Assessment Task	Define the American character using a six-slide PowerPoint presentation that uses graphics, images, sounds, and words to illustrate the definition.
Pre-Unit Assessment Task			
Define the American character using a six-slide PowerPoint presentation that uses graphics, images, sounds, and words to illustrate the definition.			
Guided Practice	<p>Collaborative Mini-Task: Facilitate a guided inquiry into the character and actions of individuals who changed society to maintain a democracy. View clips and read texts that portray the actions and character of individuals who made changes of society through their actions. These individuals were ordinary Americans at the moment they acted.</p> <ul style="list-style-type: none">• What are the character traits evident in these individuals?• What impact did their actions have on their local community? On other individuals in the United States? On the laws and values of the American people? <p>You can use the Core Democratic Values handout to guide conversation.</p>		
Active Engagement	<p>Preparation to Talk, instructions for students: Read the news clip from a local paper. What are the character traits evident in these local heroes? What personal connection do you have with these character traits?</p> <p>Turn and talk: Is this individual or group capable of maintaining a democratic society through their actions? What evidence in the article does the following: 1) illustrates a character trait essential in individuals that work for social change; 2) illustrates how the actions have the potential for social change?</p>		
Independent Practice 1	<p>Collaborative Mini-Task, instructions for students: In preparation for the Pre-Unit Assessment Task, as a group collect articles and short informational texts (print and digital) that answer the questions as individuals sort through the stack of articles. Read articles that draw your interest. Use the following guidelines for selection and reading:</p> <ul style="list-style-type: none">• Read continuously for the independent reading period.• Preview an article before reading it to determine its match to the pre-assessment prompt.• Completely read any article/text selected. Do not abandon or skim an article you selected.• Enter information about the articles/texts read in your Informational Essay Reading Log.		
Share	<p>Mini-Task for Quick Survey of Articles: As a group, using the Character Traits Summary, create a character traits map that demonstrates the range of core democratic values and the human character traits that are evidenced when people act on these core values.</p> <ul style="list-style-type: none">○ Allow time for each group to share early findings.○ Share the core democratic values, human character traits, and 1-2 most powerful examples of American character traits that impact social change.		
Metacognitive Reflection	What character traits do you have that your group defined as the American character? How do they impact your view of the world? Your community? Your neighborhood or school?		
Homework	Provide students with the Researching the American Character handout to plan their presentations.		

CORE DEMOCRATIC VALUES OF AMERICAN CONSTITUTIONAL DEMOCRACY

Core democratic values are the fundamental beliefs and Constitutional principles of American society that unite all Americans. These values are expressed in the Declaration of Independence, the United States Constitution and other significant documents, speeches, and writings of the nation. Below is a definition of some core democratic values.

Life

The individual's right to life should be considered sacred except in certain highly restricted and extreme circumstances, such as the use of deadly force to protect one's own life or others' lives.

Liberty

The right to liberty is considered an unchangeable part of human life.

At the heart of this idea is the understanding that no one can be blamed or held accountable for personal or political obligations of family or ancestors that came before them. The right to liberty includes: personal freedom - each person is free to act, think and believe as they choose without interference from the government; political freedom - the right to participate in the political process, choose and remove public officials, to be governed under a rule of law; the right to information and assembly; economic freedom - the right to make money, own property, seek employment where one chooses, to change employment, and participate in any legal economic activity.

The Pursuit of Happiness

The right of each person to attempt to find happiness in their own way, so long as they do not infringe upon rights of others.

Common Good

Individuals must accept their obligation to promote the well being of the community and work with others for the greater benefit of all.

Justice

All people should be treated fairly and equally in regards to receiving the benefits and burdens of society, the correction of wrongs and injuries, and in the gathering of information and making of decisions.

Equality

All people have: political equality - and are not denied these rights unless by due process of law; legal equality - and are treated as equals before the law; social equality - and there should be no class system sanctioned by law; economic equality - which tends to strengthen political and social equality.

Diversity

Variety in culture and ethnic background, race, lifestyle, and belief is not only permissible but desirable and beneficial in a pluralistic society.

Truth

Citizens can demand that truth telling by their government be the rule, since trust in their government is an essential part of the bond between the government and the governed.

Popular Sovereignty

The people as a whole have ultimate authority over the state and hold that authority over public officials and their policies.

Patriotism

Virtuous citizens display a devotion to their country, including devotion to the fundamental values and principles upon which it depends.

Names _____ Hour _____

Informational Essay Reading Log**Directions:** Read and analyze the text to determine the core Democratic value(s) and the key character traits

Title/Author/Publication	Core Democratic Value	Character Traits
"After Michigan tornado, victims gather to console, clean up" By Megha Satyanarayana, DETROIT FREE PRESS www.usatoday.com/weather/storms/tornadoes/story/2012-03-18/michigan-tornado/53621286/1	Common Good	Courage: Perseverance, Zest Humanity: Kindness Justice: Teamwork Transcendence: Hope
"As gasoline prices rise, so does push for bicycle trails" By Larry Copeland, USA TODAY www.usatoday.com/news/nation/story/2012-03-18/bicycle-trails-cyclists-transportation-bill/53620840/1	Popular Sovereignty The Pursuit of Happiness	Wisdom: Creativity, Judgment, Perspective Courage: Honesty, Zest Justice: Teamwork, Leadership

Names _____ Hour _____

Character Traits Summary

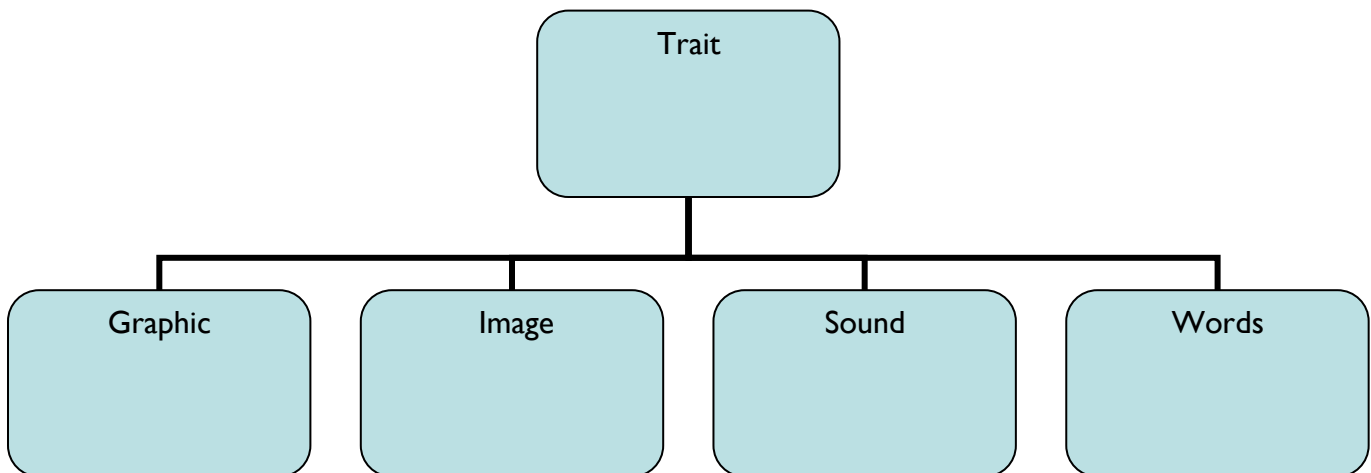
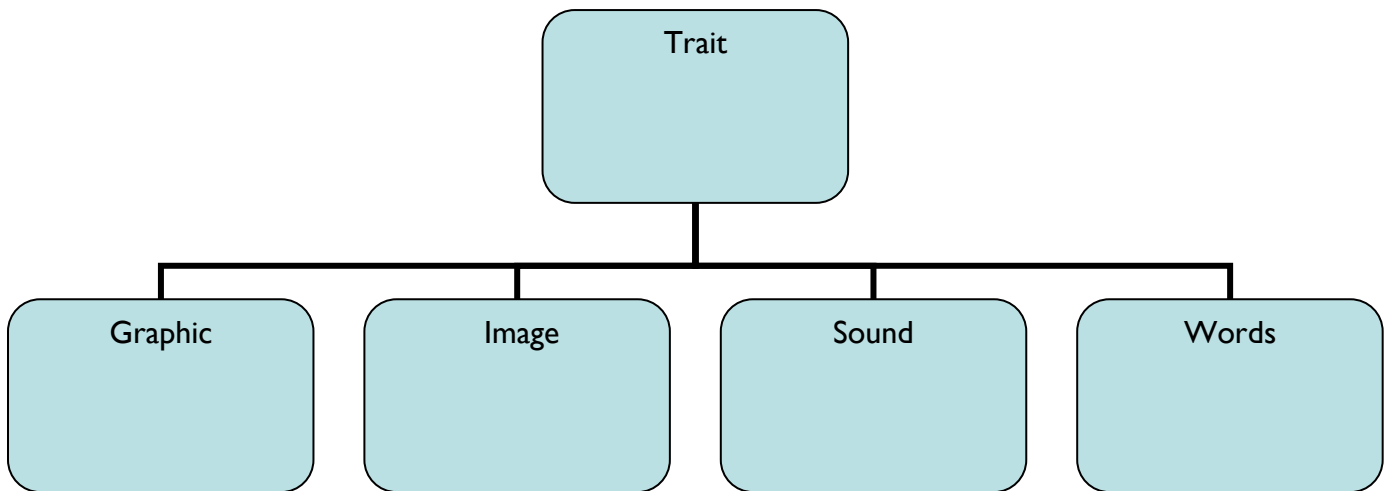
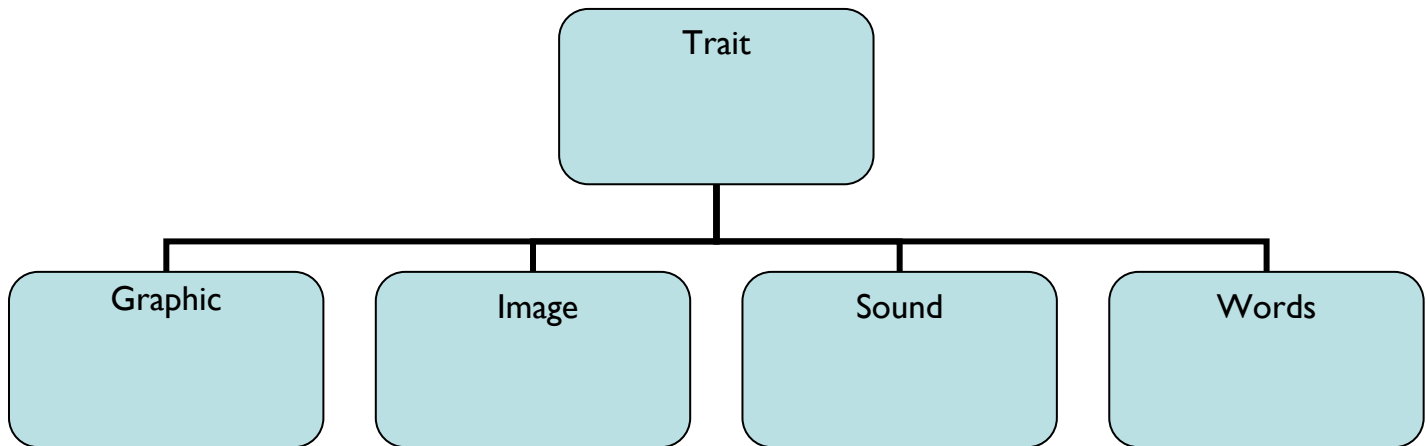
Directions: 1) Synthesize the results from your core democratic values and character traits research. List the character traits you have identified under each core democratic value in the tables below. 2) Identify key traits that you believe Americans possess as they work for social change in a variety of ways. 3) Create a statement listing the traits that define the American character.

Life	Liberty	Pursuit of Happiness	Common Good	Justice

Equity	Diversity	Truth	Popular Sovereignty

Researching the American character: PowerPoint Organizer

Directions: Identify multiple graphics, images, sounds and words that represent three key traits your group determined define the American character. Use this research to design and create your PowerPoint presentation.



	Session 2
Concept	Identify and research a topic
Teaching Point	Researchers conduct primary research to gain insight into other people's experiences with the topic. <ol style="list-style-type: none"> They survey sub-topics, and read quickly to abandon irrelevant sub-topics. They recognize the stances and positions taken in readings and research.
Preparation	Add texts to the resource table. Reserve a computer lab, wireless computer cart, etc.
Suggested Materials	Paper for charts posted around the room.
Essential Question	What social changes and individuals matter to me?
Active Engagement	<p>Preparation to Talk, instructions for students: What historical or current events and/or individuals are interesting to you? Why?</p> <p>Consider:</p> <ul style="list-style-type: none"> different time periods of interest to you individuals you have heard about in the news and would like to know more about how they are impacting the world, your community, you, or your future, individuals you have read about and would like to learn more about <p>Turn and talk: Share your topic of interest and the reason it seems interesting to you.</p> <p>Report Out: Create charts to make visible the range of topics of interest to individuals.</p> <p>You could introduce the post-unit assessment task here, in order to guide students' thinking and soon-to-be research:</p> <p>What is the power of an individual in a democratic society? What is at stake if Americans forget our American ideals and our American character? After reading seminal US documents and related readings, do shared research to examine one aspect of these complex questions. Design, plan, write, and develop a digital product that identifies the impact and power of an individual in a democratic society. What conclusions can you draw? Support your discussion with evidence from secondary, primary research, and/or personal experience.</p>
Independent Practice	<p>Mini-Task, instructions for students: Identify two different events that resulted in social change that seem interesting to you. Using available resources (print and digital), become acquainted with the event(s) and the individual(s) engaged in the event.</p> <p>Survey the events, spending 10-15 minutes on each event to gather basic information. In your reader's notebook take brief notes:</p> <ul style="list-style-type: none"> Who, What, Where, When, Why, How. List the major causes of the event State the impact of the actions of an individual or group of individuals. Identify important individuals and state why this event/individual is interesting or not interesting to you. Print or summarize an article/URL that serves as an excellent resource for anyone interested in this topic.
Share	<p>Preparation to share, instructions for students: Select the most interesting event/individual. Review your notes and prepare a 3-minute overview of the event or individual. Create an ICON to represent the event or individual to post on the charts</p> <p>Post: Post the ICON on the appropriate chart.</p> <p>Create a collaborative research group, instructions for students: Join 2-3 individuals who are interested in the same historical period, current event, individual or social issue. <i>This group will be your research writing partners for the rest of the unit.</i></p>
Metacognitive Reflection	What kinds of research projects have you done prior to this project? What do you like about research? What do you find challenging?

	Session 3
Concept	Develop an Informed View
Teaching Point	Researchers conduct primary research to gain insight into other people's experiences with the topic. Researchers use graphics to represent data in a visual format.
Preparation	<p><i>The lists provided are a MENU of possible texts. You can select any article or topic that fits your district's curriculum or your students' interests.</i></p> <p>Review and select a topic, article, and graphics generated by PEW Research Center that matches your students' interests.</p> <p>These two articles represent data students could gather to generate knowledge from primary research. They may consider an issue like who reads the news and how increasing news reading on cell phones may not seem like an event that creates social change, but it is. Reviewing one of these articles will enable students to see the methods and products of Pew Research and the simple projects they might research that translate to social change.</p> <ol style="list-style-type: none"> 1. http://pewresearch.org/pubs/2222/news-media-network-television-cable-audio-radio-digital-platforms-local-mobile-devices-tablets-smartphones-native-american-community-newspapers 2. http://stateofthemedias.org/2012/mobile-devices-and-news-consumption-some-good-signs-for-journalism/what-facebook-and-twitter-mean-for-news/?src=prc-section <p>Create or copy menu for primary research. http://owl.english.purdue.edu/owl/resource/559/01/</p>
Suggested Materials	<p><i>The lists provided are a MENU of possible protocols for analyzing research data. You can select any protocol that fits your needs. You may decide to use the same analysis protocol for every analysis activity, or you may decide to try several to give students a range of strategies for collaborative thinking.</i></p> <p>http://pewresearch.org/ http://www.surveymonkey.org</p> <p>Protocols to make thinking visible for collaborative research and analyzing primary research data</p> <ul style="list-style-type: none"> ○ Question Sorts—Enables students to develop questions for survey. http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03d_UnderstandingRoutines/Question%20Sorts/QuestionSorts_Routine.html ○ Hot Spots—Enables students to identify spots that might be worth more attention and potentially deliver “truths” about a topic. Information on protocol: http://www.old-pz.gse.harvard.edu/vt/visiblethinking_html_files/03_ThinkingRoutines/03f_TruthRoutines/HotSpot/HotSpots_Routine.html ○ Tug for Truth—Enables students to evaluate factors (evidence) identified in the survey analysis, to appreciate the complexity of a “truth” or perspective, and to identify a stance or position stated in the evidence gathered. Information on protocol: http://www.old-pz.gse.harvard.edu/vt/visiblethinking_html_files/03_ThinkingRoutines/03f_TruthRoutines/TugForTruth/TugForTruth_Routine.html ○ Circle of Viewpoints—Enables students to identify diverse perspectives before they begin the primary research, after they gather it, and after they gather secondary research to integrate it into the primary research. http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03e_FairnessRoutines/CircleViewpoints/CircleViewpoints_Routine.html
Essential Question	How is social change perceived by others? What do these perceptions tell me about the actions of individuals that caused the change?
Guided Inquiry	Teacher Guided Work: Engage students in an examination of the PEW Research Center sample to demonstrate the power of a survey, the ways a survey can generate information, and the graphic tools used to quickly make data visible and demonstrate complex thinking and relationships.
Independent Practice	<p>Mini-Task 1, instructions for students: Identify the questions driving your primary research. Design a method for primary research and a plan to gather the research in a timely manner and with a wide-enough scope to gather a range of responses. Use one or more of the following protocols to create a brief 10 question survey and evaluate the questions you have identified to gather information.</p> <ul style="list-style-type: none"> ○ Question Sorts—Enables students to develop questions for survey.

	<ul style="list-style-type: none"> ○ Hot Spots—Enables students to identify spots that might be worth more attention and potentially deliver “truths” about a topic. <p>Mini-Task 2, instructions for students: Test your survey by giving it to a small group of students in your classroom.</p> <p>Use one or more of the following protocols to create a brief 10 question survey and evaluate the questions you have identified to gather information.</p> <ul style="list-style-type: none"> ○ Hot Spots—Enables students to identify spots that might be worth more attention and potentially deliver “truths” about a topic. ○ Tug for Truth—Enables students to evaluate factors (evidence) identified in the survey analysis, to appreciate the complexity of a “truth” or perspective, and to identify a stance or position stated in the evidence gathered. ○ Circle of Viewpoints—Enables students to identify diverse perspectives before they begin the primary research, after they gather it, and after they gather secondary research to integrate it into the primary research.
Homework	Mini-Task: Implement your primary research plan. Gather and analyze the research. Create a graphic to demonstrate first-view analysis.
Active Engagement	<p>Explain that graphics are used to:</p> <ul style="list-style-type: none"> • make data accessible for future use in the research process • identify key evidence • demonstrate relationships between different types of evidence • make data accessible for an audience <p>Teacher models and thinks aloud: Review a range of graphics from the PEW Research Website demonstrating the four uses of graphics with one type of graphic.</p>
Independent Practice	<p>Mini-Task 3, instructions for students: Analyze your evidence. Create graphic representations of key data and draw conclusions about perspectives and information gained from the survey.</p> <ol style="list-style-type: none"> 1. Make a list of possible graphics: table, pie chart, line graph, etc. 2. Indicate what benefit each graphic type will provide for understanding the data.
Metacognitive Reflection	How did you determine what kind of graphic would best represent your data? How many of the uses for graphic data did you consider when you selected and created your graphic? What happened to your understanding of the data as you completed this mini-task?

	Session 4
Concept	Develop an Informed View
Teaching Point	<p>Researchers conduct secondary research to gain insight from published experts in the field.</p> <ol style="list-style-type: none"> They use a multiple-return research process to go deeper into the topic and texts. They evaluate texts and authors for validity.
Preparation	<p>Reserve the computer lab, media center, wireless cart, etc.</p> <p>Assign resource gathering homework to ensure students arrive with resources from local libraries, etc.</p>
Suggested Materials	<p>Prepare copies of the Summarizing and Analyzing Events and Individuals Who Make Change handout, which is included after this session.</p> <p>Making Thinking Visible Protocols for Collaborative Research</p> <ul style="list-style-type: none"> ○ Generate, Sort, Connect, Elaborate—Enables students to share, focus, and extend their research work with evidence collected. The strategy is described here: http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03d_UnderstandingRoutines/GSCE/GSCE_Routine.html ○ Here Now/There Then—Enables students to examine perspective and stances to compare past and present perspectives. More information: http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03e_FairnessRoutines/HereNowThereThen/HereNow_Routine.html ○ Affinity Mapping Protocol—Encourages students to identify a range of possible purposes and through sorting the individual responses, identify the key purposes that will drive the individual and collaborative research. These categories can be adjusted with multiple rounds of research. More information: http://www.nsrharmony.org/protocol/doc/affinity_mapping.pdf ○ Considering Evidence Protocol—Allows students to bring evidence to a collaborative research project. More information: http://www.nsrharmony.org/protocol/doc/considering_evidence.pdf
Essential Question	<p>How is social change perceived by others?</p> <p>What do these perceptions tell me about the event of individuals that caused the change?</p>
Active Engagement	<p>Teacher Think-Aloud Collaborative Research Process: Provide chart paper for each group to make their collaborative research visible for all members of the group. Explain the process of identifying potential categories (goals) of individual research by creating 4 quadrants on the chart paper (for 4 group members—divide the chart into 3 if there are three members). Each member will take the category (goal) and do initial research for the group.</p> <p>Preparation to Talk, instructions for students: What is the purpose of our research? What are the categories of research you believe will aid your group to understand the event, the individual, the perspective of others, and the impact of this event on social change?</p> <p>Turn and talk: Use the Affinity Mapping Protocol to identify the categories that will drive a first round of research. Create your group chart that indicates the “quadrants”/categories/goals of your research.</p> <ul style="list-style-type: none"> ○ Affinity Mapping Protocol—Encourages students to identify a range of possible purposes and through sorting the individual responses, identify the key purposes that will drive the individual and collaborative research. These categories can be adjusted with multiple rounds of research. <p>Report-Out: A reporter from each group shares the categories and the group plan.</p>
Independent Practice 1	<p>Mini-Task: Individuals gather research to bring information about the category they selected or were assigned by the group.</p>
Collaborative Share	<p>Prepare to Share: Group members individually summarize and analyze their research using the Summarizing and Analyzing Events and Individual Who Make Change handout.</p> <p>Group Protocol: Use the following protocols to share and discuss evidence.</p> <ul style="list-style-type: none"> ○ Considering Evidence Protocol—Allows students to bring evidence to a collaborative research project. ○ Generate, Sort, Connect, Elaborate—Enables students to share, focus, and extend their research work with evidence collected. <p>Post key evidence gathered from this round of research on the Group Research Chart</p>

Independent Practice 2	<p>Mini-Task 2: Evaluate categories, adjust if necessary. Reassign categories for a second round of research. This layer of research is intended to accomplish multiple tasks:</p> <ol style="list-style-type: none"> 1. Identify additional texts that report on or comment on the event and or the individuals 2. Identify additional sources that report on or comment on the impact of the event on social change 3. Research related information about the individuals—biographic information about their lives prior to and after the event 4. Consider other related searches that would inform your view of the event, the individuals, the impact on social change, and/or the range of perspectives on the event
Collaborative Share	<p>Prepare to Share: Group members individually summarize and analyze their research using the Summarizing and Analyzing Events and Individuals Who Make Change Handout.</p> <p>Group Protocol: Group members share one of the following protocols:</p> <ul style="list-style-type: none"> ○ Considering Evidence Protocol—Allows students to bring evidence to a collaborative research project ○ Generate, Sort, Connect, Elaborate—Enables students to share, focus, and extend their research work with evidence collected. <p>Post key evidence gathered from this round of research on the Group Research Chart</p>
Metacognitive Reflection	<p>How did layered and collaborative research impact the evidence that you value, the various perspectives you have identified, and the research process?</p>

Name _____

Hour _____

Summarizing and Analyzing Events and Individuals Who Make Change

Directions: As you research, identify two texts that provide in-depth information about the character traits of the individual you are most interested in studying. Use this note-taking guide to ensure that you take notes about the key details of the event and the individual's actions, but also identify or analyze the texts to determine core democratic values, character traits and the stance or position of the individual.

Event:	Individual(s):
Title/Author/Publication	Core Democratic Value(s)
Key Details:	
Character Traits of a Key Individual:	
Stance/Position of the Individual: [How is this individual portrayed by the author? What did the individual value?]	

	Session 5
Concept	Develop an Informed View
Teaching Point	Researchers synthesize information to create an informed view on their topic of interest.
Suggested Materials	<p>Making Thinking Visible Protocols for Collaborative Research</p> <ul style="list-style-type: none"> ○ Here Now/There Then—Enables students to examine perspectives and stances to compare past and present perspectives
Essential Question	How can I organize my research to communicate the power of an individual to create social change?
Independent Practice	<p>Mini-Task, instructions for students: Organize the research to identify the importance and the relationships evident in the information. As you sort the information, consider the perspectives and stances represented in the information. Use the Here Now/There Then Protocol to identify the stance you want to take as you write your digital text, informing an audience about this event/individual/social change.</p> <ul style="list-style-type: none"> ○ Here Now/There Then—Enables students to examine perspectives and stances to compare past and present perspectives <p>Instructions: When you have organized your research, individually complete the Mid-Unit Task that states an informed view based on your research.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p style="text-align: center;">Mid-Unit Formative Assessment Task</p> <p>What is the power of an individual? After collaboratively researching a topic of personal interest that portrays the power of an individual in a democratic society, state an informed view of your topic. Write a definition paragraph(s) that explains the view and sets it in a current historical context. List a bibliography of readings that reflect the range of digital and print texts used to develop the view.</p> </div>
Metacognitive Reflection	How did collaborative research and analysis of the information gathered impact your ability to determine your own informed view?

	Session 6
Concept	Reconcile Current Thinking With New Readings and Ideas.
Teaching Point	Researchers assess their supporting evidence and identify reasons for additional research. They engage in additional research to go deeper into the topic and confirm or disconfirm their informed view.
Preparation	<ul style="list-style-type: none"> • Make arrangements for students to have computer access. • Prepare copies of the handout Engaging in Additional Research to Go Deeper into a Topic, which is included after this session.
Essential Questions	How can I organize my research to communicate the power of an individual to create social change?
Active Engagement	<p>Teacher models and thinks aloud</p> <ul style="list-style-type: none"> • Share a simple personal example of evidence that changed the view you had of a research topic--or of a student example. • Point out that as people research a topic they may discover their thoughts were inaccurate. Their understanding of the event/individuals or the implications of the event/individuals may need to change in order to be accurate and consider the range of perspectives the research has revealed. • Now, think aloud your process of coming up with an informed view of this new research's causes and effects. Model how you changed your thinking when something you thought was true about the event or individual turned out to be untrue or limited in its understanding. Use the example to set a goal for a "next," more focused return to researching the event, individual, impact of the social change, future/current results, etc. <p>Remind or inform students of the project goals.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Post-Unit Summative Assessment Task</p> <p>CREATE A PROJECT TO INFORM AN AUDIENCE: What is the power of an individual in a democratic society? What is at stake if Americans forget our American ideals and our American character? After reading seminal US documents and related readings, do shared research to examine one aspect of these complex questions. Design, plan, write, and develop a digital product that identifies the impact and power of an individual in a democratic society. What conclusions can you draw? Support your discussion with evidence from secondary, primary research, and/or personal experience.</p> </div> <p>Turn and talk: Student partners share a time when they had to change their thinking about a topic after reading or other research showed their initial thinking to be wrong, limited, or incomplete.</p>
Independent Practice	<p>Mini-Task: Students engage in additional research focused on specific goals.</p> <ul style="list-style-type: none"> • Students record their initial thinking and their current informed view on the handout Engaging in Additional Research to Go Deeper into a Topic. • They review their research and list major facts on the handout. They list information that confirms their informed view in one column and information that disconfirms their informed view in another column. • They need to decide what to do more research on, and they may possibly also need to revise their informed view to be something they can prove. Have they considered or searched for the range of perspectives?
Share	Students share a few of their findings in a class discussion. The teacher chooses one or more of the students to share interesting and helpful work with the class that serves as models.
Assessment/Extension	Students may need additional time to examine their researched information in order to evaluate whether they can confirm or must disconfirm their theory/informed view. They may need more time to go back and find more evidence to further confirm or disprove their theory/informed view.
Metacognitive Reflection	Describe how you managed the challenge to return to the research one more time. You may or may not have found new information, but what did you gain from taking this additional research seriously?

Names: _____ **Hour** _____

Our current informed view is _____

The research shows:

Information that confirms my view	Information that disconfirms my view

We think that we need to do more research on _____

Our goals for doing this research are

1. _____

2. _____

3. _____

	Session 7
Concept	Reconcile current thinking with new readings and ideas.
Teaching Point	Researchers revise their informed view to incorporate new information. They use this revised view to organize their evidence.
Preparation	<ul style="list-style-type: none"> • Make arrangements for students to have computer access. • Make copies of the handout Revising an Informed View, which is included after this session
Essential Questions	How can I organize my research to communicate the power of an individual to create social change?
Active Engagement 1	<p>Teacher models and thinks aloud: Display your initial research and informed view. Specifically, think aloud as you review newly found details that might be in contrast to or take a slightly different angle than your other research. Model how you would adjust your theory/informed view to incorporate your new understanding of the topic as found in your latest research from last session.</p> <p>Preparation Task: Students review their original informed view and reconsider the newest research.</p> <p>Turn and talk: With a partner, students discuss how their original informed views need tinkering. They offer their partner suggestions about how the new informed view might be written.</p>
Independent Practice 1	Mini-Task: Students rework their informed views and locate collected evidence that works with their revised views. They document a) the causes and b) effects of the social problem. They use the Revising an Informed View handout for this work.
Share 1	Turn and talk: Students share their charts and discuss whether or not they are lacking information.
Active Engagement 2	<p>Teacher models and thinks aloud: Researchers make decisions about how to organize their presentations based upon the information to be presented. Model your thinking with your own researched social problem as you show how this prompt requires the student to</p> <ul style="list-style-type: none"> • First, define the problem. <ul style="list-style-type: none"> ○ What ideal has been forgotten? Why is this a problem? • Next the assignment asks students to clearly reveal the causes and effects of forgetting their chosen ideal. <ul style="list-style-type: none"> ○ What are the causes of the ideal being forgotten? ○ What are the effects or potential effects? • Then they need to predict the short and long-range implications of the problem. <ul style="list-style-type: none"> ○ How will this problem affect the country both in the short term and in the long term? • They also need to offer solutions. <ul style="list-style-type: none"> ○ How can consciousness about this ideal be raised?
Independent Practice 2	Students can create an outline on the back side of the handout to organize their presentations, or they can create their own logical structure.
Share 2	Students share their outlines with a partner to discuss.
Exit Slip	Students turn in their proposed outlines.

Names: _____ Hour _____

Post-Unit Summative Assessment Task**CREATE A PROJECT TO INFORM AN AUDIENCE:**

What is the power of an individual in a democratic society? What is at stake if Americans forget our American ideals and our American character? After reading seminal US documents and related readings, do shared research to examine one aspect of these complex questions. Design, plan, write, and develop a digital product that identifies the impact and power of an individual in a democratic society. What conclusions can you draw? Support your discussion with evidence from secondary, primary research, and/or personal experience.

After considering the project goals, and doing research to confirm or disconfirm our initial informed view, our revised, informed view is:

ADDITIONAL RESEARCH THAT SOLIDIFIED THE INFORMED VIEW

Indicate the information that aided you in the confirming and/or disconfirming of your original informed view.

New Information	Rereading/Rethinking Prior Information

Session 8	
Concept	Create a Product to Inform an Audience
Teaching Point	Research writers study technology-based genres to identify a technology-based product appropriate for their research findings and audience.
Preparation	<ul style="list-style-type: none"> Select a product or menu of products students will create based on a review of digital and non-digital choices for student publication. Consider technology options available to students either at school or at home, select the one you will require all students to create or create a menu from the list to allow for student choice and a range of multi-media products. Also consider the choice of collaborative and individual products. Gather samples of products for each genre you select or place on your product menu. Collaboratively create a rubric that identifies the key decisions and qualities of the digital product students are creating.
Suggested Resources	<p><i>The lists provided are a MENU of possible digital products for the collaborative informational essay. You can select any digital or print product that fits your curriculum. The goal is to do collaborative research in this unit that supports students and deepens the database for the essay work. You may elect to do the actual essay individually as well.</i></p> <ul style="list-style-type: none"> http://www.edutopia.org/technology-integration for general information on integrating technology and several options of technology to use www.beyondbulletpoints.com for ways to make PowerPoint presentations better. www.glogster.com for information on how to use glogster, an online, interactive poster-maker www.animoto.com for information on how to use Animoto http://www.techsmith.com/jing.html?gclid=CL7ivZD58a4CFe4DQAodTyFIlw for a free download of Jing and instructions on how to use it www.Ning.com www.weebly.com for a free class and student websites www.Wikispaces.com
Essential Question(s)/ Lesson Framing Quotes	<p>How can I inform myself about issues that impact the daily lives of Americans?</p> <p>What is at stake if Americans forget our American ideas and our American character?</p>
Active Engagement	<p>Teacher models and thinks aloud: Review the single product or menu of products you want students to consider using. Select one and think-aloud why this specific product seems interesting to you. Some reasons might be 1) knowledge of the technology; 2) intended for a specific audience; 3) structure and elements that effectively convey information.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p style="text-align: center;">Post-Unit Summative Assessment Task</p> <p>CREATE A PROJECT TO INFORM AN AUDIENCE: What is the power of an individual in a democratic society? What is at stake if Americans forget our American ideals and our American character? After reading seminal US documents and related readings, do shared research to examine one aspect of these complex questions. Design, plan, write, and develop a digital product that identifies the impact and power of an individual in a democratic society. What conclusions can you draw? Support your discussion with evidence from secondary, primary research, and/or personal experience.</p> </div>
Teacher Guided Engagement	<p>Teacher Guided-Activity:</p> <ul style="list-style-type: none"> Distribute Informational Product Rubric. Preview each product students may choose to create. Allow students time to evaluate the choice. Report out the reasons a writer might select this product. Have students explain their answers based on specific details in the product(s) being examined.
Independent Practice	<p>Mini-Task, instructions for students: With your group members create a plan for your product development. Create a checklist to develop a plan and to identify the characteristics of the product, the ways the product conveys information and the things you will need to gather to create an effective multimedia product.</p> <p>Small Group-Guided Instruction</p> <ul style="list-style-type: none"> Confer with individuals and groups to review, focus, or problem-solve product development.

	<ul style="list-style-type: none"> Consider whole or small group lessons on any of the following: <ul style="list-style-type: none"> Images Say More than Words: Images that Engage, Inform, and Persuade. Control of the Structure = Control of the Reader: Problem/Solution; Comparison/Contrast; Cause/Effect; Definition; Illustration.
Share	<p>Preparation Task, instructions for students: Collectively write an <i>ELEVATOR SALES PITCH</i> to explain your digital presentation plan. Imagine you have only 1-minute to explain your plan to an editor who will accept your plan for publication.</p> <p>Turn and talk: With a partner from a different group, deliver your Sales Pitch. Give feedback to each other recommending ways to make the product more engaging to a reader and/or more effective in conveying information.</p> <p>Take notes on partner recommendations to review with group members.</p>
Metacognitive Reflection	How did writing an elevator sales pitch focus your presentation and generate new thinking for your collaborative group project?

	Session 9
Concept	Create a product to inform an audience
Teaching Point	Researchers write in order to inform an audience. They cite and format resources and a bibliography.
Preparation	<ul style="list-style-type: none"> Review the suggested websites on the handout to see how they operate. Create a Works-Cited sheet or review the Diana Hacker website (or other useful website for a model). Prepare to think aloud as you model the documentation. Write a sample sentence(s) for students to practice works cited skills on. Arrange for students to have computer access. Prepare the handout Proper Documentation, included after this session
Essential Question(s)	<p>How can I inform myself about issues that impact the daily lives of Americans?</p> <p>What is at stake if Americans forget our American ideals and our American character?</p>
Active Engagement 1	<p>In this session, students will learn how to cite their sources and create a Works-Cited page.</p> <ul style="list-style-type: none"> Review the teaching point. Distribute the handout "Proper Documentation." <p>Teacher models and thinks aloud</p> <ul style="list-style-type: none"> Think aloud as you review the four types of citations used on the handout, noticing the punctuation and where the author's name and page number(s) go. Remind students that all citations must be matched to an entry on the Works-Cited page. Using research from a previous session, write a sample sentence. <p>Have students try another sample sentence from their collaborative research with a partner.</p>
Independent Practice 1	Mini-Task: Students review their research to find information they need to cite in their presentations. They practice writing the sentences in the boxes on the handout.
Share 1	Students review their citations with a partner, looking for proper punctuation and formatting. They correct mistakes.
Active Engagement 2	<p>Teacher models and thinks aloud</p> <ul style="list-style-type: none"> Choose one of the websites on the handout and project it for all students to see. Using a sample from your research, plug in the bibliographic information to show students how the websites will translate it into proper MLA formatting. Show students Diana Hacker's website (or other website that shows a sample Works-Cited page.) Think aloud as you identify the features of the Works Cited page.
Independent Practice 2	Students use the selected websites to create their Works-Cited sheets. They should include every source they cite in the presentation.
Share 2	<p>Turn and talk</p> <p>Students work with a partner to proofread their Works-Cited sheets. They must pay close attention to rules of formatting and punctuation and be sure all sources are listed on the page.</p>
Assessment/ Extension	<p>Students work on creating their multimedia presentation. They review the rubric's expectations and practice delivering their presentations.</p> <p>They deliver their final presentations as their post-unit assessment.</p>

Informational Product Rubric			
	Highly Proficient	Meets Expectations	Attempting to Meet Expectations
Focus	Addresses all aspects of prompt with a highly focused and detailed response.	Addresses prompt with a focused response.	Attempts to address prompt but lacks focus or is off-task.
Reading/ Research	Accurately presents and applies information relevant to the prompt with specific examples/events.	Presents and applies information relevant to prompt with general accuracy and sufficient detail.	Attempts to present information relevant to task but may lack sufficient or relevant details.
Development	Presents detailed information in order to answer questions and solve problems. Concisely explains key information with details. Identifies evidence from sources to clarify development and assesses any conclusions, implications, and consequences.	Presents information in order to answer questions and solve problems. Explains key information with some details. Identifies evidence from sources, but does not fully consider the conclusions, implications, or consequences.	Presents limited information. Ideas do not include details or examples.
Organization	Applies appropriate structure(s) to explain, examine, convey, define, analyze, synthesize, compare, or explain cause/effect, problem/solution.	Applies a generally effective structure to explain, examine, convey, define, analyze, synthesize, compare, or explain cause/effect, problem/solution.	Applies an ineffective structure; text rambles or line of thought is disconnected.
Conventions	Demonstrates a well-developed command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.	Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.	Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are inappropriate to audience and purpose.

***Teachers may want to add sections to the rubric for collaboration and use of a digital platform to create the product.**

Proper Documentation

You must be sure to follow the strict guidelines of documenting your sources. These guidelines are set forth by the Modern Language Association (MLA) and the American Psychological Association (APA). Please note that the guidelines are quite different between these styles. For this project, we will use the MLA style guide.

Basic In-Text Citation Rules

When you create your final product, you will be expected to use direct quotes, and MLA format follows the author-page method of in-text citation, which means the author's last name and page number(s) from the quotation or paraphrase must appear in the text. All citations must refer to sources that are listed on the Works-Cited page. There are a few ways to do this:

DIRECT QUOTATION

1. Write the author's name in the body of the sentence and simply put the page number(s) at the end. Put quotation marks around the part of the sentence that is taken word for word from the text.

Terrell explains that "there is no shame and for many it's a lot safer to walk the technical segments of a strenuous trail" (16).

Now you try! Choose a piece of information you will quote in your presentation. Write a sentence, using the style above.

2. Write the author's last name and page number(s) at the end of the sentence. Put quotation marks around the part of the sentence that is taken word for word from the text.

It is important for mountain bikers to be respectful of their environment as "the peace, beauty, and solitude of our woodland areas is sacred to all of us" (Terrell 17).

Now choose information you would like to quote and put both the author's name and page number(s) in parentheses at the end.

PARAPHRASE

3. Write the author's name in the body of the sentence and paraphrase his/her words; include the page number(s) in parentheses at the end.

Terrell shows how mountain bikes are much more popular than road bikes today (11).

Find information you would like to paraphrase in your presentation. Write it in the style from above.

4. Write the author's name and page number(s) in parentheses at the end; paraphrase his/her ideas.

Many bikes trails do not have an enforced fee to use, but if bikers choose to ignore paying for the upkeep, they risk losing the bike system (Terrell 14—15).

Now paraphrase a piece of information, using the citation style that includes both the author's name and page number(s).

All of these citations tell the reader the author's name and page number. If readers want more information about this source, they can turn to the Works Cited page, where, under the name of Terrell, they would find the following information:

Terrell, Mike. *Mountain Biking Michigan: The Best Trails in Northern Lower Michigan*. Grand Rapids: Thunder Bay Press, 1996.

*If an author's name is not available, then you would put the first word of the title (besides *A*, *An*, or *The*) in quotation marks plus the page number. For example:

"Mountain biking is a tremendous activity for its social, physical, and psychological benefits" ("Mountain" 22).

Works-Cited Sheet

For writers of digital texts the bibliography may take various forms. However, for this project, please complete the bibliography using the same standards and format as a writer of informational essays. The bibliography is known as the Works-Cited sheet in MLA style. This is where you alphabetically list all of the sources you cite in your paper. MLA has a very specific format for each type of text. Use the following websites to create your Works-Cited sheet. Remember: if you make references to others' ideas without giving credit, it is technically plagiarism, a high academic crime. Be sure to carefully check your formatting and be sure to include all sources whose ideas you have used in your research.

<http://citationmachine.net>

<http://noodletools.com>

<http://easybib.com>

For an overview of MLA research documentation, go to:

www.dianahacker.com/resdoc/p04_co8_o.html

	Session 10 (optional)
Concept	Take Action
Teaching Point	Researchers act on their beliefs. They find ways to support their beliefs.
Preparation	<ul style="list-style-type: none"> • Prepare copies of the handout Taking Action, included after this session • Consider a project in which a person might identify a local, state, national or global event that without individual action might impact society in the near or far future. A student will identify ways to add a singular voice to the issues at the center of this event in hopes of making a social change that might impact society in the near or far future. Identifying an issue that has personal value and social value and identifying an action that is doable for a student of 14-16 years of age requires an awareness of the community, state, nation and world. Hopefully, students may see that even small actions can impact an issue/event and make social change.
Suggested Materials	www.voa.org
Essential Question/ Lesson Framing Quotes	<p>How do I engage with ideas through interaction with texts and people to participate responsibly as an American citizen?</p> <p>Be the change you wish to see in the world. - Mahatma Ghandi</p>
Active Engagement	<p>Teacher Model: Think aloud as you review the handout Taking Action, considering which project would work best with the topic you modeled in earlier sessions. <i>How might I work to take action and make an impact on an issue that matters to me? How can my actions (the actions of a single individual) make an impact on society in even a small way?</i></p> <p>Preparation Task: Review handout.</p> <p>Turn and talk: Students talk about where and how a person might engage in one of the Taking Action projects.</p>
Independent Practice	Mini-Task: Students make decisions about which project they would like to participate in and write a proposal. (See Taking Action handout.)
Share	Turn and talk: Students share their proposals with a partner and adjust proposals based on feedback.
Invitation/Extension	Students engage in the Taking Action project on their own time and document the work in a way that both the teacher and individual students have agreed upon. After completing the project, students should write a reflective piece about how their efforts made a difference. A separate Taking Action rubric should be established together to assess the quality of the project.

Sustained Research on a Personal Inquiry

Taking Action

“Be the change you wish to see in the world.” - Mahatma Ghandi

More than likely, you have a vested interest in the topic you chose to research. The issue either affects you directly, you know someone who is affected directly, or you are sympathetic to those affected. Now, you will take your thinking beyond informing an audience. How can *you* be an agent of change to help a right that is at risk? Consider who is affected, what advocacy organizations are doing to protect the right, and what you could do at a local level to help protect it.

I. Review your research.

- The individual we studied was effective and inspirational because _____.
- Knowing that there are multiple perspectives on any event, I am committed to understanding the causes and implications in the change I would like to be part of making. Therefore, I plan to study the following things before acting:
 - The individuals (or groups) affected by this are:
 - An organization that works to make changes in this area is:

II. Choose from the following menu of options to find a project that interests you:

_____ raise money to donate to a particular organization

_____ volunteer time and support

_____ organize a group of people to work toward improving a situation

_____ write letters to government officials or other change-makers to urge them to take action

_____ other _____

III. Consider what contacts you will need to gain permission or ask questions.

Who will you contact?

IV. How will you document your work?

V. What will the criteria be for a high-quality project?

Student signature _____ Date _____

Teacher signature _____ Date _____

Work Cited

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